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ABSTRACT

The booklet describes a precision teaching program for the remediation of children with learning deficits in grades K-12 which enables the teacher to use an accurate means of describing and measuring performance on a direct and daily basis and provides a behavioral formula for programing and analyzing social and academic behavior, interpreting charted records, and making data decisions. The author recounts the history of precision teaching and presents a model, which includes the following components: screening and identification, remediation, direct and daily measurement, data decisions, and research. Provisions for both on-site and off-site training are discussed. Sample remediation exercises are appended. (PHR)

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EC11590

PRECISION TEACHING PROJECT

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A PROGRAM DESCRIPTION

THE SACAJAWEA PLAN

GREAT FALLS PUBLIC SCHOOLS

EC

REMEDIATION FOR CHILDREN WITH LEARNING DEFICITS

THROUGH PRECISION TEACHING

GREAT FALLS PUBLIC SCHOOLS

GREAT FALLS, MONTANA

WHAT IS PRECISION TEACHING

WHAT IS PRECISION TEACHING?: A growing set of measurement procedures that guide teachers and students in making better curriculum decisions. Precision teaching is not necessarily a method or technique of teaching but rather a way to plan, use and analyze any teaching technique or method.

Precision teaching provides for the educator: (1) a precise means of describing and measuring performance on both a direct and daily basis, (2) a remediation strategy for learning handicapped children, (3) a behavioral formula for programming and analyzing social and academic behavior, (4) techniques for interpreting the charted records, and (5) procedures for data decisions.

As a precision teacher one believes strongly that each child is unique and is committed to individualized instruction which includes only activities that are appropriate to the ability of the student. As a precision teacher one believes in educational accountability and, as such, views the value of instruction, not in the sense of how we have done (pre-post tests) but rather in how we are doing (continuous measurement).

HISTORY OF PRECISION TEACHING

HISTORY OF PRECISION TEACHING: Some of the fundamentals of precision teaching grew from the operant conditioning work of B. F. Skinner in the 1940's and 50's. The concept of rate per minute was one of Skinner's greatest contributions to precision teaching.

The notion of precision teaching, as it is known today, has been credited to Ogden R. Lindsley and his students, who developed the idea in 1965 at the University of Kansas. Their intent was to refine and extend the techniques of operant conditioning and behavior

3	0	1	7	2	3	1	5	4	8	3	8	4	6	9
+3	+5	+1	+4	+8	+6	+0	+5	+1	+2	+2	+8	+5	+0	+7

(21)

modification so they could be used in measuring performance change in academic behavior in special education.

Since the mid-sixties much has been done in implementing the principles of precision teaching, not only in special education classrooms but also in the regular class. In 1971 the State of Washington, Department of Public Instruction, initiated a project called the S.S.T. Project. It was the intent of the Spokane, Seattle, Tacoma project to identify children with learning disabilities and attempt remediation both in and out of the regular classroom. The success of that project provided a major impetus in the formation of the present Great Falls project and, in part, is responsible for Great Falls becoming a national demonstration site.

Since 1973 the major intent of the Great Falls Precision Teaching Project was to provide instructional services to children screened and identified as experiencing learning deficits. It is now used extensively in building basic tool skills in regular classrooms as well.

THE MODEL

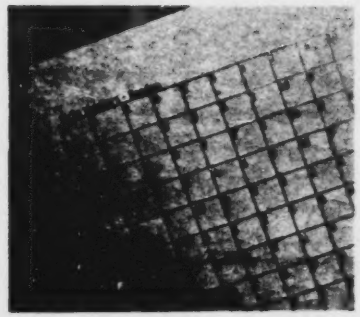
SCREENING AND IDENTIFICATION

THE MODEL: Aside from the effort to develop a continuous measurement procedure, the project concerned itself with an even more critical issue: Keeping the child, who experiences a learning deficit, in the "mainstream." Through the use of a "learning center" concept, children remain in their assigned regular classroom and leave only for a brief period of time each day for remediation sessions. During these sessions trained teachers give each child individual attention in an effort to help the student begin to grow, catch up and maintain with his or her peers. The core of the remediation exercises are based on the one-minute practice sheet, samples of which can be found in Appendix A. Over 4,000 practice sheets are now available in the areas of reading, math, handwriting, spelling, language, symbols, phonics, home economics and vocational.

There are other components to the model that are worthy of further discussion.

SCREENING AND IDENTIFICATION: As a more efficient way of finding which kids grow or do not grow as compared to their classroom peers, precision teaching discourages the use of standardized tests and emphasizes the concept of direct and daily measurement. Grade level screening packets have been developed and

are administered to students for ten consecutive days. A one-minute performance sample is taken each of the ten days in the tool skill areas of math (See-to-Write), spelling (Hear-to-Write) and reading (See-to-Say). Two of the three activities are administered in groups while reading (See-to-Say) is given individually. The tasks included within the screening packet are taken directly from the students' curriculum while items from standardized tests are avoided. Students identified for remediation are those whose performance at the completion of a ten day observation are within the lower 25% of their class. Below are the screening activities by grade level as used in Great Falls.



1st Grade

1. Write Numbers-Random
2. Hear to Write Letters
   (Given at a frequency of 45/min.)
3. Say Letters

2nd Grade

1. Write Numbers-Random
2. Hear to Write Letters - 60/min.
3. Say Passages

3rd Grade

1. See to Write - Addition Facts
2. Hear to Write Words - 50/min.
3. Say Passages

4th Grade

1. See to Write - Addition and Subtraction Facts
2. Hear to Write Words - 50/min.
3. Say Passages

6 -5	3/18	6 -3	2/12	9 x7	4 x4	4 -4	6 +8	9 -1	9 x3	8 +8	6 -3	3 x3	10 -5	6 +3

(20)

5th Grade

1. See to Write - Addition, Subtraction and Multiplication Facts
2. Hear to Write Words - 50/min.
3. Say Passages

6th Grade

1. See to Write - Addition, Subtraction, Multiplication and Division Facts
2. Hear to Write Words - 50/min.
3. Say Passages

To summarize screening: Three activities (math, spelling, and reading) are sampled for one minute each, for ten consecutive days (trials). Identification is based upon the performance of a student compared to his peers (1/2 or less the median frequency or the lower 25% of the class).

REMEDIATION

REMEDIATION: As mentioned earlier the Great Falls model primarily uses one-minute practice sheets with the intent being to build the frequency of behavior to a level of proficiency. Other more-traditional techniques are used occasionally, however, the practice sheets are easy to use, the kids like them and the data tells us they work. The sheets are sequenced in small enough steps that even the most disabled youngster can find success.

The overall goal, of course, is to provide each student with an instructional program that offers the greatest probability of staying in the "mainstream." As such, the three basic steps in the remediation process include: (1) build the tool skills, (2) maintain the child in the same curriculum as his/her peers and (3) if necessary, slice the curriculum into finer components.

DIRECT AND DAILY MEASUREMENT

DIRECT AND DAILY MEASUREMENT: Inherent within the precision teaching model is the philosophy that performance must be measured directly from the student's curriculum and daily in the sense that performance must be assessed continuously.

It makes little difference whether the student is being screened for the first time or has been involved in remediation, the measurement rule is the same.

As the student's performance is monitored, it is recorded on the Six Cycle Standard Behavior Chart (See Appendix B). This chart offers the advantage of recording behavior that occurs as frequent as 1000 per minute to behavior as infrequent as once per day (.001). Both teachers and students are able to monitor behavior for 20 weeks or a complete academic semester on one piece of 8½" x 11" paper.

Initially, the chart appears somewhat complex, however, it has become evident that with a few practice sessions most students, including primary age children, are able to chart their daily performance. In that the chart is ratio by design, a student can view his/her performance in terms of proportional growth and, as such, monitor improvement against himself/herself rather than against others.

DATA DECISIONS:

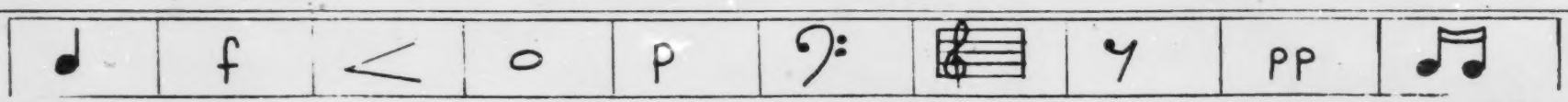
One of the most critical dimensions of any data based procedure is the decision made once sufficient information is available. During the past decade thousands of charts have been analyzed in respect to the types of decisions made and whether or not those decisions brought about appropriate and effective change. From this analysis such researchers as Carl Koenig, then at the University of Kansas; Owen White and Dale Gentry, University of Washington, developed a set of guidelines in which specific rules are applied to a variety of data patterns. For example, there is now evidence that supports the notion that if correct rates are below 20 per minute, the child is still in "acquisition stage" and the decision should be to keep building on a more basic tool skill. A child who demonstrates high frequency (i.e. 100/min.) but low celeration (i.e. X1.1) probably requires a more difficult task. These, along with other decision rules, have now become an integral part of the Great Falls project and offer a major advancement in making better curricular decisions.

RESEARCH:

In an effort to establish the longitudinal effects of the Great Falls Precision Teaching model, a follow-up study was conducted in 1976 on the students identified and remediated three years earlier. The investigation revealed that there was minimal washout effect as measured by standardized achievement tests, classroom performance and

DATA DECISIONS

RESEARCH



(10)

teacher judgment. A strong positive relationship was again demonstrated between standardized achievement tests and the precision teaching screening procedure. In addition, a strong case was made for the use of precision teaching in regular classrooms by comparing a precision teaching based elementary school against a non-precision teaching school. The results of both studies are included in an unpublished manuscript entitled, "Precision Teaching In Review, 1973-1976."

WHAT THE KIDS SAY: Before discussing the type of training the project is able to provide, a few kid comments are in order.

WHAT THE KIDS SAY

Dear Mr. Beck,
I like prescion teaching ~~mucho~~. Gracias for showing our class about it I have a suggestion, could you please use some other music. At night I lie in bed and that song keeps running through my head. I dream about people playing that song. It (the P.T.) (not potty training) helps you because your competing with yourself and you don't have to worry about not being to beat the other guys score. I sure ~~wouldn't~~ like your job because some teachers don't like to be taught.

Yours Semi-truly,
Gary

I really DIG Precission Teaching. I think that every teacher in the world should use PRECISSION TEACHING

One minute timeing are very good for bilding up your speed.

And you can't get a jod unless you know how to move fast.

Beth

AVAILABLE TRAINING: Inasmuch as the Great Falls model is an approved Developer-Demonstration Project, training both on-site and off-site is available. Although there are certain constraints, such as available funding, the project is able to accomodate approximately sixteen on-site training sessions during the academic year with three days of follow-up consultation to each of the sixteen units trained.

The on-site training involves three days of lecture, demonstration, observation and practicum. A Precision Teaching Materials Notebook, containing 500 practice sheets, is available following on-site training, along with an Exportable Training Packet, that includes various materials necessary for potential trainers. Upon completing the training sequence each person has access to approximately 4,000 one-minute curriculum practice sheets located in the Precision Teaching Materials Bank. A directory, listing the available sheets, is provided.

AVAILABLE TRAINING

Off-site training essentially falls into one of three components. The first deals with follow-up consultation to those groups trained through the three day on-site training program. Although groups have different needs, a typical follow-up consultation would involve both a trainer and a teacher, traveling to the local district. During this time a review would be provided the trainees, an awareness session would be offered to new or interested staff, and individual assistance would be given each trainee. The overall goal is, of course, to provide whatever assistance is necessary to implement the precision teaching procedure.

The second component of off-site training is through "awareness" sessions at which time a general overview of the project, its goals, objectives and activities are described. The presentations are designed to merely acquaint potential adopters with the overall intent. Approximately one hour is needed for awareness workshops.

The final component of off-site training involves project staff conducting one, two or three day workshops. The same basic techniques and procedures taught during the three day on-site

training are included with the difference being that child-teacher demonstrations and practicums are not included.

Cost for training is usually the responsibility of the individual districts or groups. The Great Falls Project basically provides the training facility, staff and some materials. Travel and per diem, while in Great Falls, are to be incurred by the trainees or their school district. Follow-up activities, likewise, are at the expense of the district or agency being trained.

Further information or an application for training can be requested by writing or calling:

PRECISION TEACHING PROJECT
SPECIAL EDUCATION CENTER
801 2nd AVENUE NORTH
GREAT FALLS, MONTANA 59401

(406) 791-2270

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the little chickens then he came if you wish as he did to the farm as he said when you come (21)

APPENDIX A

M-097(a)

Name_____ Grade_____ Date_____ Count: correct_____ error_____ Time: 1 min.

ADDITION FACTS - Answers 0-10 - Vertical

7	5	8	6	0	0	2	4	0	5	0	5	2	8	6	1	0	2	3	0
+2	+1	+2	+0	+7	+4	+3	+4	+0	+0	+8	+4	+5	+1	+1	+3	+1	+8	+7	+6

(23)

0	3	0	2	1	3	4	9	3	5	1	6	3	4	5	2	9	3	1	1
+5	+3	+2	+0	+1	+6	+3	+0	+4	+2	+0	+0	+3	+2	+1	+1	+1	+1	+4	+6

(44)

5	7	2	1	0	8	4	1	4	6	2	1	3	4	7	2	1	6	4	3
+5	+3	+6	+8	+3	+0	+6	+9	+2	+4	+1	+5	+2	+5	+0	+4	+7	+3	+1	+5

(69)

2	1	2	0	0	2	4	0	0	8	4	6	5	1	1	3	1	8	7	3
+7	+5	+8	+6	+0	+7	+0	+7	+4	+0	+5	+0	+2	+8	+6	+1	+0	+2	+3	+4

(92)

5	3	2	0	1	6	3	0	4	2	0	3	2	1	1	4	7	5	3	4
+0	+3	+2	+2	+1	+3	+4	+9	+3	+5	+1	+0	+6	+0	+9	+0	+2	+3	+1	+4

(113

M-480(a)

Name_____ Date_____ Grade_____ Count: correct_____errors_____ Time: 1 min.

in all (+)	all together (+)	cost together (+)	have together (+)	money spent (+)
difference (-)	have left (-)	more than (-)	change received (-)	less than (-)
greater than (-)	fewer than (-)	total (+)	sum (+)	twice as (+)

See to write - Key words to story problems:

in all ( )	fewer than ( )	all together ( )	total ( )
less than ( )	cost together ( )	have together ( )	money spent ( )
sum ( )	difference ( )	twice as ( )	greater than ( )
have left ( )	in all ( )	change received ( )	fewer than ( )
all together ( )	sums ( )	cost together ( )	have together ( )
greater than ( )	total ( )	twice as ( )	money spent ( )
have left ( )	less than ( )	difference ( )	twice as ( )
money spent ( )	cost together ( )	total ( )	in all ( )
have together ( )	total ( )	fewer than ( )	sum ( )
greater than ( )	all together ( )	difference ( )	cost together ( )
change received ( )	in all ( )	twice as ( )	total ( )
sum ( )	money spent ( )	all together ( )	have together ( )
less than ( )	have left ( )	fewer than ( )	greater than ( )
difference ( )	more than ( )	change received ( )	less than ( )
have together ( )	difference ( )	total ( )	all together ( )

M-509

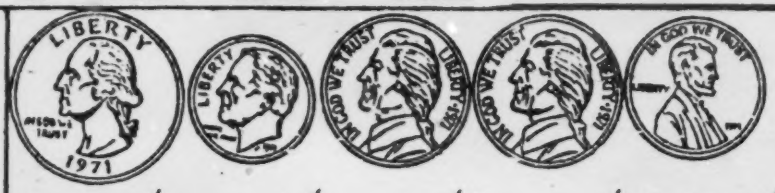
Name _____ Date _____ Grade _____ Count; correct _____ error _____ Time: 1 min.

1. WRITE IN SEQUENCE

(Example)

25¢ 50¢ 60¢ 70¢ 80¢ 85¢ 86¢

____¢ ____¢ ____¢ ____¢ ____¢



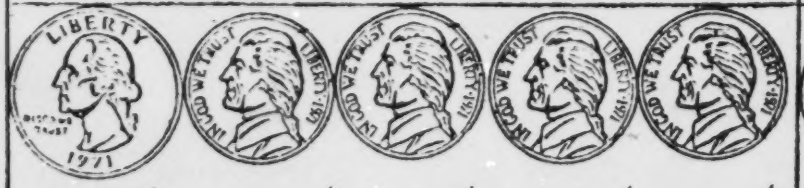
____¢ ____¢ ____¢ ____¢ ____¢ (20)

____¢ ____¢ ____¢ ____¢ ____¢

____¢ ____¢ ____¢ ____¢ ____¢ (40)

____¢ ____¢ ____¢ ____¢ ____¢

____¢ ____¢ ____¢ ____¢ ____¢ (60)



____¢ ____¢ ____¢ ____¢ ____¢

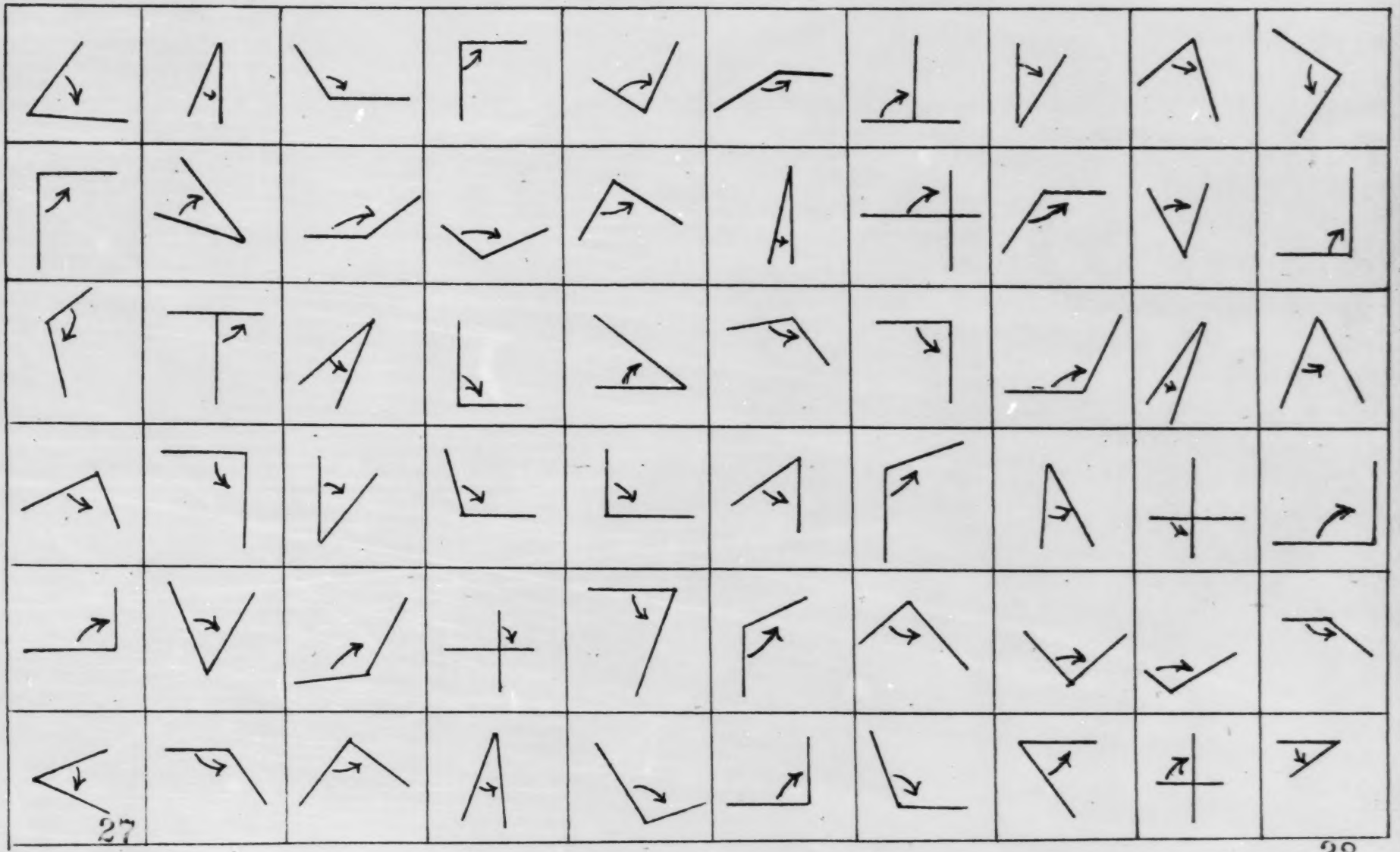
____¢ ____¢ ____¢ ____¢ ____¢ (80)

____¢ ____¢ ____¢ ____¢

____¢ ____¢ ____¢ ____¢ ____¢ (98)

Name_____ Date_____ Grade_____ Count: correct_____ errors_____ Time: 1 min

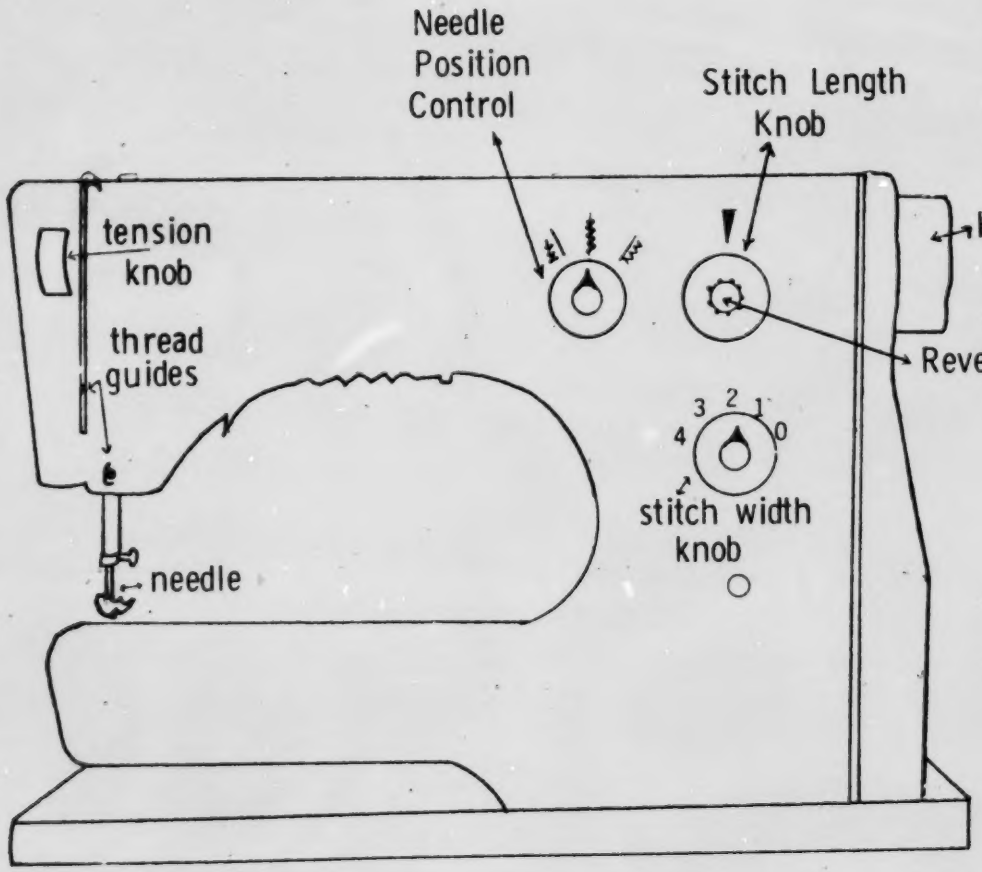
Write (A) for acute, (R) for right, or (O) for oblique angle:

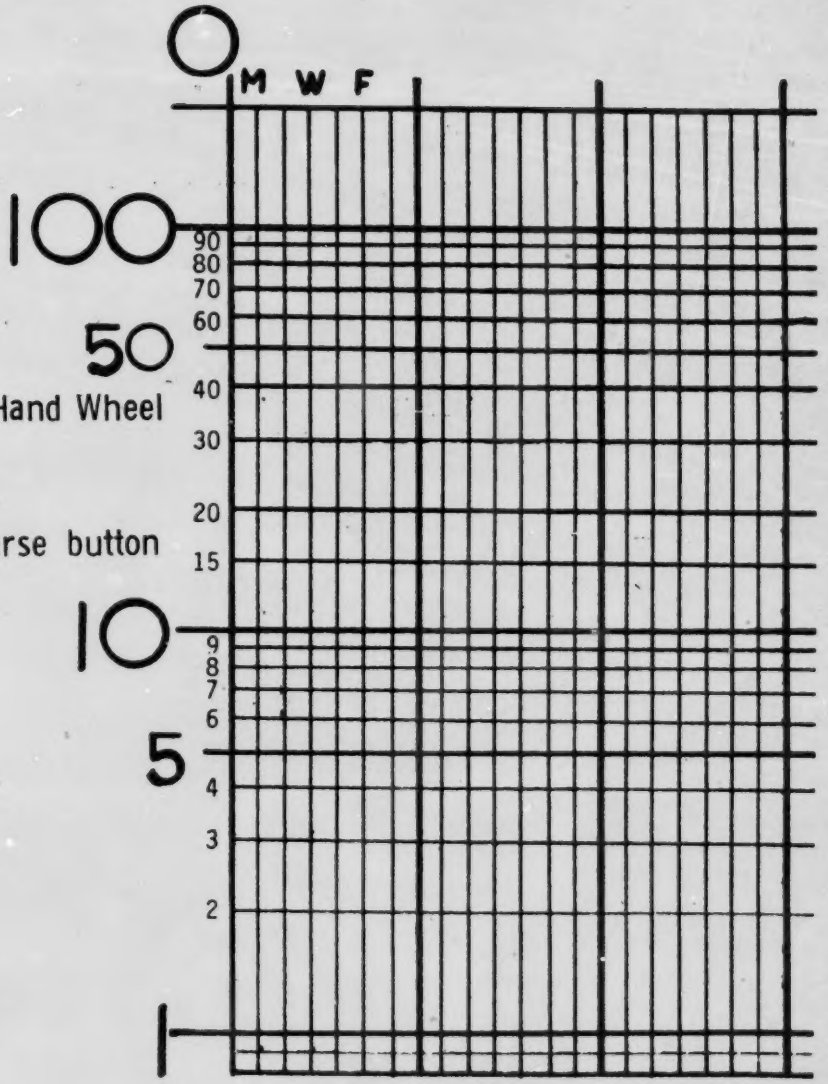


H. Ec.-040

Name_____ Date_____ Grade_____ Count: correct____ error____ Time: 1 min.

IMPORTANT PARTS OF A VIKING





L-010(a)

Name_____ Date_____ Grade_____ Count: correct____ error____ Time: 1 min.

PREPOSITIONS AND PREPOSITIONAL PHRASES:

about across after among around at before behind below beneath beside between by
down during for from in inside into near of off on over to under up with

---

1. The lodge on the mountain stood unharmed.
2. Bark from a hemlock made red paint.
3. The space between the road measured five feet.
4. The skin of the white deer was smooth.
5. Voices beneath them spoke loudly.
6. The men of the tribe were there.
7. His love for the girl was real.
8. The girl in the blue jacket is my cousin.
9. He fell into a trap.
10. Some boys fished in the lake.
11. The children waved at the train.
12. The photographs of my friends arrived.
13. Our picnic on the grass included pie.
14. Jane put her model airplane near our planes.
15. The sheriff rode behind the prisoner.
16. The rehearsal will be held at my house.
17. Play the record for Flo and me.
18. Can you swim across the lake?
19. The money inside the envelope is yours.
20. The three doctors in his room left.
21. The nurse put her hand on his forehead.
22. "You are burning with fever," she said.
23. She put a white powder into a glass.
24. She handed it to the boy.
25. "This drink is good for you," the nurse said.
26. Bobby looked at the glass.
27. "I don't like the taste of medicine," he said.
28. "Don't think about the taste," she advised.
29. "In a short time you'll feel better."
30. Mark ran around the block.
31. The elm beside the house is very old.
32. The groceries were left on the doorstep.
33. We parked our car near yours.
34. The stranger walked behind the speaker.

SHAWNEE MISSION
SACAJAWEA PLAN - PRECISION TEACHING PROJECT

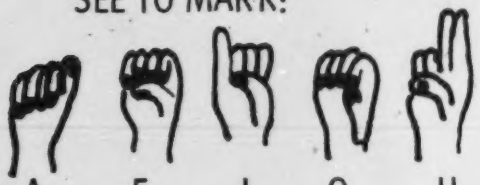
NAME_____DATE_____COUNT: CORRECT_____ERROR_____

DIRECTIONS: Adjectives are words used to modify nouns. Mark the adjectives in the sentences below.

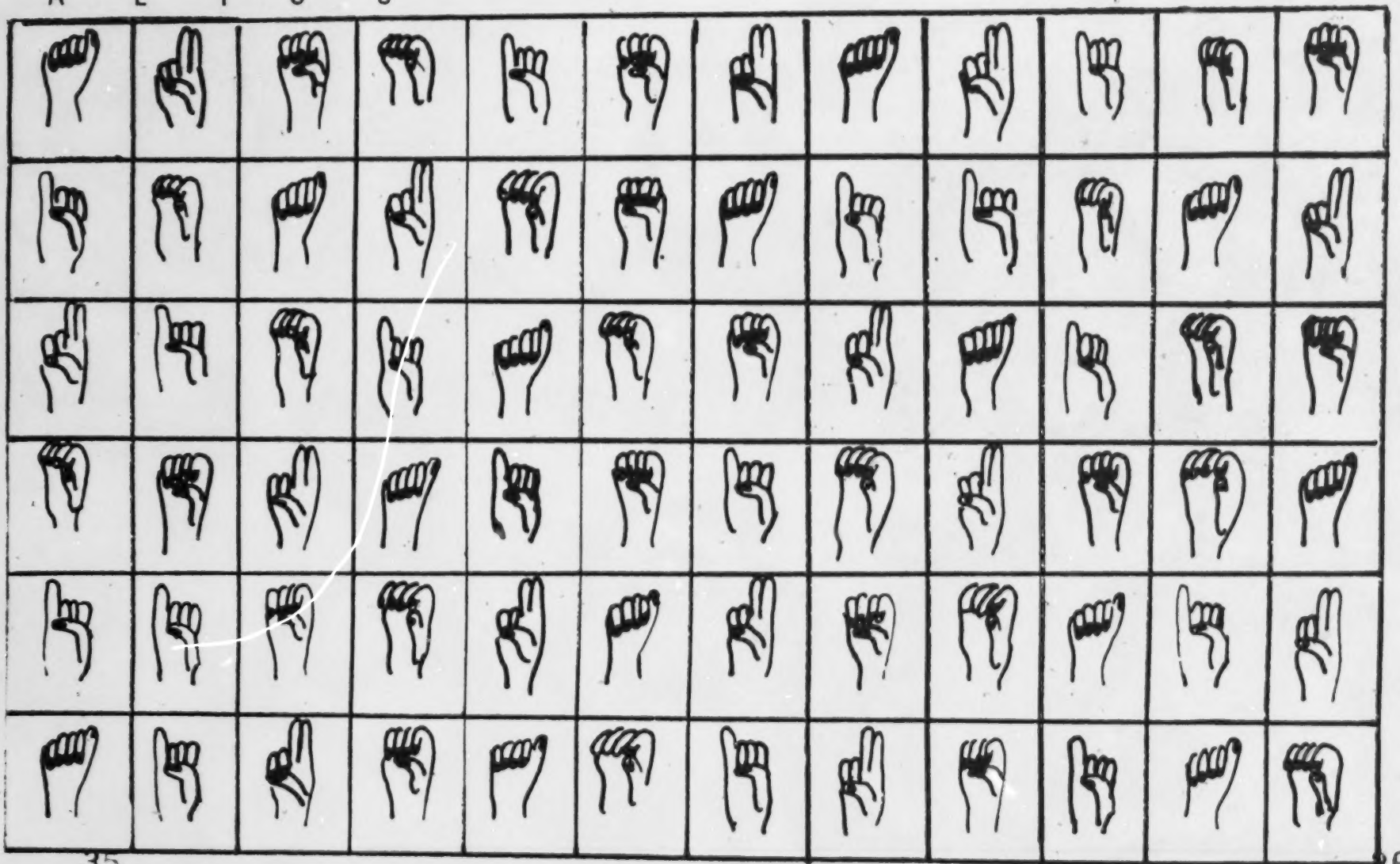
The black bear growled at the old woodsman. A scary noise rang through the empty house. A dead thee fell with a loud crash. The large man drove a small car. A running cowboy roped a wild horse. The weary children saw a long movie. The nearby worker put out the grease fire. The costumed actress combed the long wig. Three uniformed men caught the shaggy dog. Brilliant lightning flashed across the dark sky. A cool breeze was blowing. The shrill siren gave the alarm. The rusty knife would not cut the wood. Old shaggy goats were eating grass. The blue book belongs to me. Fierce lions attacked the camp. The little girls were jumping rope. Some brave policemen stopped the robbery. That sleek car belongs to my neighbor. Hungry little children ate the soup. The hot iron scorched the shirt. Rainy weather ruined the picnic. The red and black birds were building a nest. Each boy drank hot tea and ate apple pie. The ancient, battered car chugged its way down the dusty road. The large table was a gift from the old emperor. The jeweled tiara had disappeared just as the wicked witch had said it would. We are all meeting at the Star Trek convention on the California coast. The blue roses became a symbol of the very rare, if not of the impossible. The black bear bit the old woodsman. A scary noise rang through the empty house. The shrill siren gave the alarm. The rusty knife would not cut the wood. Old Shaggy goats were eating grass. That sleek car belongs to my neighbor. Hungry little children ate the soup. Fire devoured the shabby old building. The hot iron scorched the new shirt. Rainy weather ruined the picnic. Each bell has a special tone.

NAME_____ DATE_____ COUNT: CORRECT_____ ERRORS_____ TIME: _____MIN.

SEE TO MARK:



A E I O U



(12)

(24)

(36)

(48)

(60)

(72)

Name_____ Date _____ Grade_____ Count: correct_____ error_____

ABBREVIATIONS

MA-016

Name_____ Date_____ Grade_____ Count: correct_____ error_____ Time: 1 min.

See to write - United States - Abbreviations (two letter)

North Carolina _____	New Hampshire _____	Nebraska _____	Georgia _____
Washington _____	Texas _____	North Dakota _____	Maine _____
Virginia _____	Wyoming _____	Maine _____	Oregon _____
Oklahoma _____	South Dakota _____	Alaska _____	Michigan _____
New York _____	Minnesota _____	California _____	Louisiana _____
Minnesota _____	Vermont _____	Illinois _____	Pennsylivania _____
Arkansas _____	Nevada _____	Arkansas _____	Wisconsin _____
Connecticut _____	Wyoming _____	Ohio _____	Iowa _____
Montana _____	Mississippi _____	Nevada _____	Indiana _____
New Jersey _____	Rhode Island _____	Michigan _____	Idaho _____
Illinois _____	Massachusetts _____	New Mexico _____	Deleware _____
Arizona _____	Hawaii _____	Kentucky _____	West Virginia _____
Massachusetts _____	New York _____	Alaska _____	Tennessee _____
California _____	Iowa _____	Oregon _____	Arizona _____
Alabama _____	Maryland _____	Minnesota _____	Montana _____
Utah _____	Florida _____	Ohio_____	Virginia _____
Hawaii _____	New Mexico _____	Georgia _____	Missouri _____
Idaho _____	Pennsylvania _____	Colorado _____	South Carolina _____
New Mexico_____	Utah _____	Kansas _____	Tennessee _____

M-381

Name_____ Date_____ Grade_____ Count: correct_____ errors_____ Time: 1 min.

METRIC SYSTEM

1. Hear to mark under

1 m 1000 mm	1 m 100 cm	1 m 10 dm	1 m 1 m	10 m 1 dkm	100 m 1 hm	1000 m 1 km

Write:

1 m	1 m	1 m	1 m	10 m	100 m	1000 m
_____mm	_____cm	_____dm	_____m	_____dkm	_____hm	_____km

1 m	1000 m	1 m	10 m	1 m	10 m	1 m
_____cm	_____km	_____dm	_____dkm	_____m	_____dkm	_____mm

1000 m	1m	10 m	1 m	100 m	1 m	1 m
_____km	_____cm	_____dkm	_____m	_____hm	_____mm	_____dm

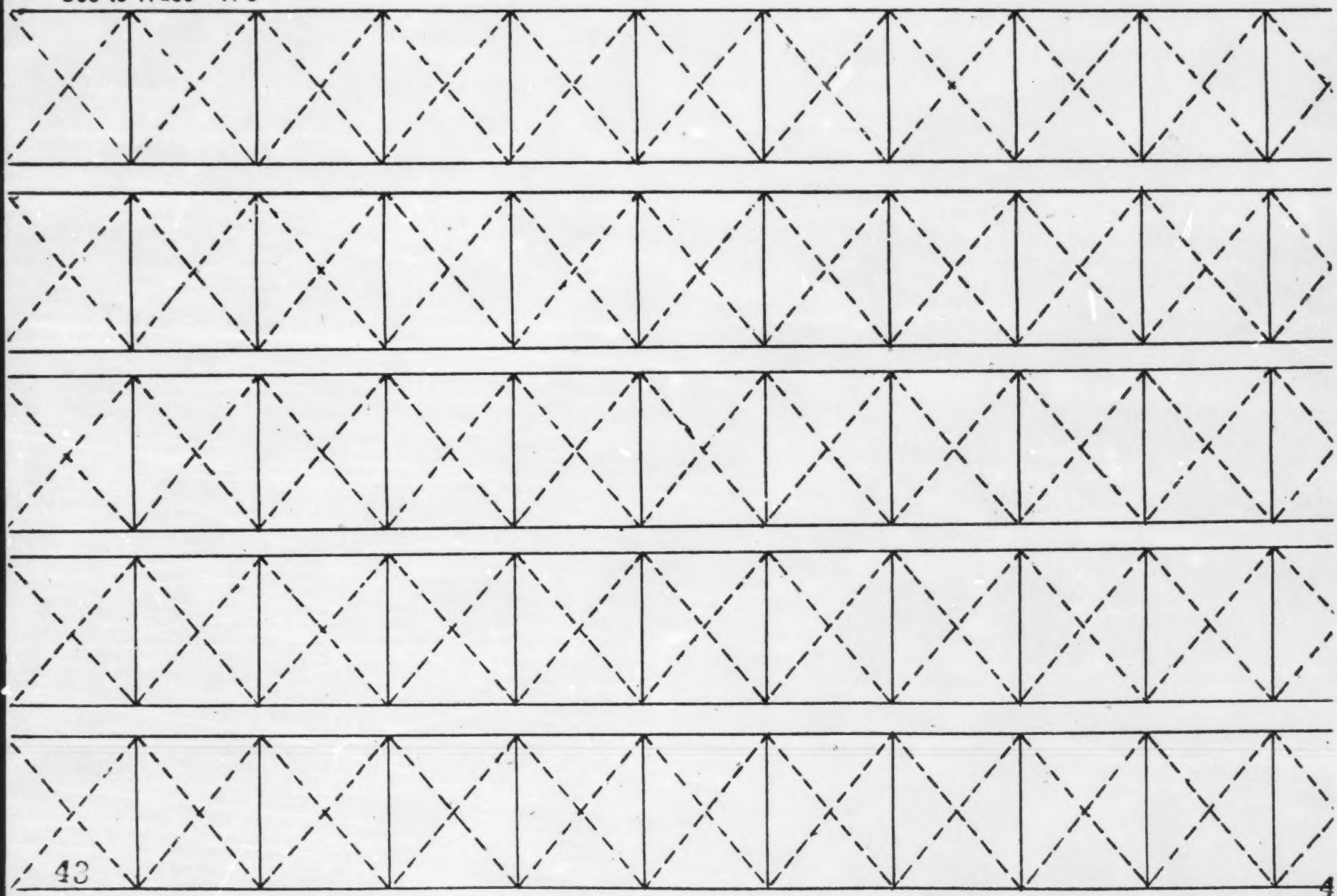
10 m	1 m	100 m	1 m	1000 m	1 m	1 m
_____dkm	_____mm	_____hm	_____m	_____km	_____dm	_____cm

1 m	10 m	1 m	100 m	1 m	1000 m	1 m
_____mm	_____dkm	_____cm	_____hm	_____m	_____km	_____dm

S - 124

Name_____ DAte_____ Count: correct_____ error_____ Time: 1 min.

See to Trace - X's



NAME_____ DATE_____ COUNT: CORRECT_____ ERRORS_____ TIME: _____ MIN.

HOUGHTON-MIFFLIN Rainbows "One Frog, Two Frog" pp 7-21 Sheet 1

"Is it a toy?" asked Steve. "Not really, but I have a lot of fun with it," said Joe. "I thought you had (23)
a toy in there," said Steve. "Where did you get it?" "I got it at the toy store," said Joe. "It looks (45)
just like a real one," said Steve.] "We can find Betty and Sue and scare them with this frog!" said Joe. (66)
"Hi, Betty," called Joe. "Will you let me see it?" asked Betty. "That really scared her a lot. She (85)
thought it was a real frog," said Joe. "Hi, girls," called the boys.] "We don't want any frogs in here," (105)
said Betty. "They don't like frogs," said Joe. "Get it away from here! All they can do is jump and (125)
croak," said the girls. (129)

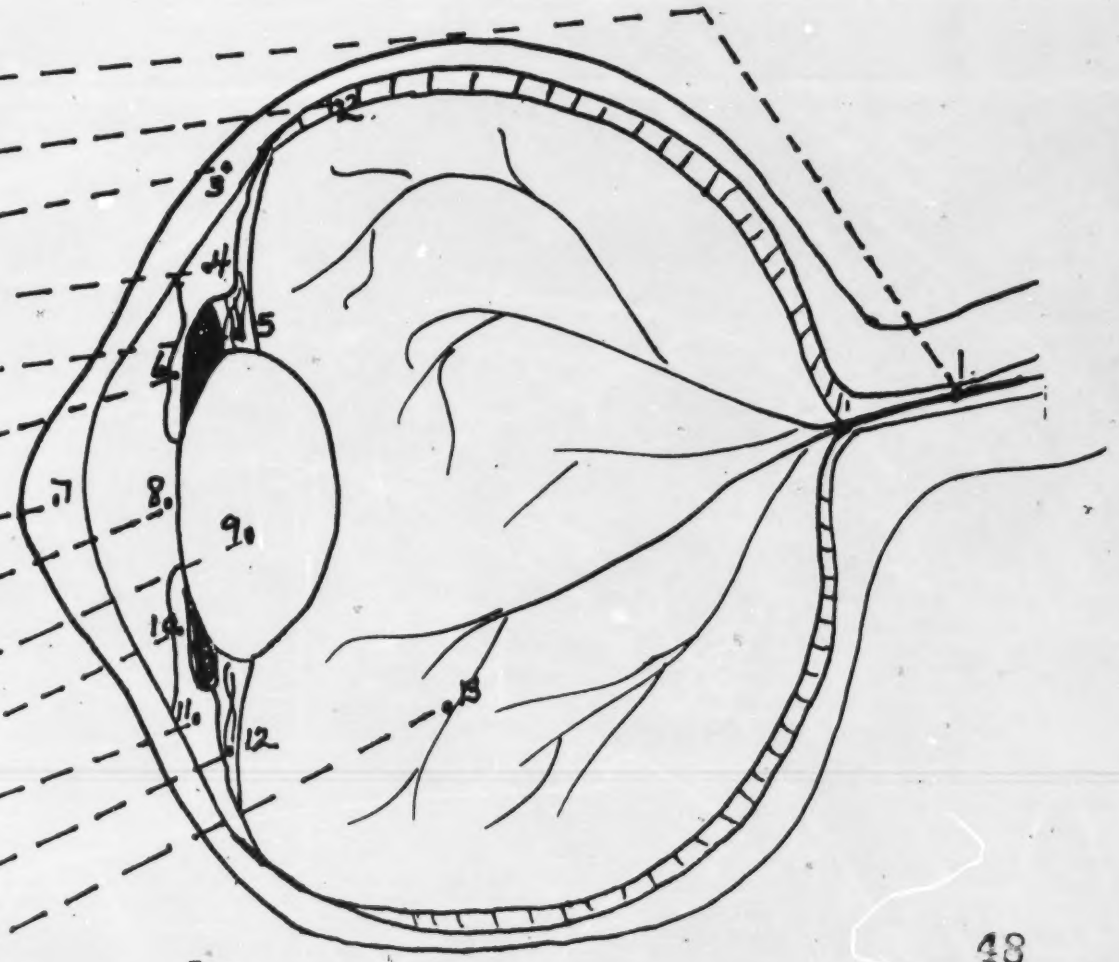
"Is it a toy?" asked Steve. "Not really, but I have a lot of fun with it," said Joe. "I thought you had (152)
a toy in there," said Steve. "Where did you get it?" "I got it at the toy store," said Joe. "It looks (174)
just like a real one," said Steve.] "We can find Betty and Sue and scare them with this frog!" said Joe. (195)
"Hi, Betty," called Joe. "Will you let me see it?" asked Betty. "That really scared her a lot. She (214)
thought it was a real frog," said Joe. "Hi, girls," called the boys.] "We don't want any frogs in here," (234)
said Betty. "They don't like frogs," said Joe. "Get it away from here! All they can do is jump and (254)
croak," said the girls. (258)

NAME_____ DATE_____ COUNT: CORRECT_____ ERRORS_____ TIME: _____ MIN.

TH INK TO WR ITE

Label the parts: cornea, iris, lens, ligament, liquid, muscle, optic nerve, pupil, retina, sclera, thread like nerves

1. _____ (10)
2. _____ (16)
3. _____ (22)
4. _____ (28)
5. _____ (36)
6. _____ (40)
7. _____ (46)
8. _____ (51)
9. _____ (55)
10. _____ (59)
11. _____ (65)
12. _____ (73)
13. _____ (88)



Eye

Mobilization - Concentrated forces in one area before going to war.

Allied Powers - 6 Major countries that were friends.

Major Allied Powers - England France, Russia, Italy, U.S., Japan.

England - Typically great sea power.

Geroge V - King - symbolic leader of British Empire.

France - "Revenge Against Germany"

George Clemenceau - Premier of France

Russia - 100 yr. behind modern nations

Nicholas II - Czar of Russia

Patriotism - Individual feeling about country.

D.L. George - Ran war for England

Italy - Allegiance with Germany

Vittoria Orlando - Premiere of Italy

U.S.A. - Bread Basket of Allied Power

Wilson - President during WW I.

Japan - Joined Allies with Italy.

Emperor Taisha - Japan Emperor

Heroshito - 11 yr. old Japanese Ruler

Serbia - Wanted to Expand Hungary

Peter - King of Serbia

Big Four - Major Allies

Last thing that precedes before a shooting war. Concentrate forces.	"Revenge Against Germany" Suffered great physical damage.	Bread Basket of Allied Powers Fresh man power April, 1917 went to war.	Great Sea Power
6 Major powers that were friends during the war. The good guys.	Premier - "The Tiger" Dominant statesman of WW I. To see that France destroyed Germany.	President during WW I Kept us out of war for 2 years. "War to make the World safe for democracy.	Wanted to expand Hungary.
England, U.S.A., France Russia, Italy, Japan 6 major allies	100 years behind other modern nations.	Joined Allies with Italy Got German Islands from war.	Czar of Russia
Great sea power. Bockaded central nations.	Czar of Russia-communist took over Russia in 1917 First to be taken over- was killed.	Emperor of Japan Crazy Never ran Japan	Allied with Germany
Symbolic leader of British Empire. King Rally point	Individual feeling about a person's country. Love & pride of country.	11 year old Japanese Ruler	Premier of Italy
"Revenge against Germany"	Ran War for France Statesman- Prime Minister of England was his main goal.	Wanted to expand Hungary. Started the fight.	Concentrated forces in one area before going to war.
Premier of France	Allegiance with Germany 1915-went to allied side	King of Serbia	U.S. President during WW I

APPENDIX B

SUPERVISOR ADVISER MANAGER BEHAVER AGE LABEL COUNTED

DEPOSITOR AGENCY TIMER COUNTER CHARTER